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ABSTRACT

This booklet is a transcription of a program from the radio series, "Options in Education." It is Part 1 of a two-part series dealing with sexism in education. It deals with the problems of women in higher education, including sex discrimination in administrative jobs, salary inequities, math and other traditionally masculine subjects. A number of female faculty members are interviewed, as well as university administrators and government agency officials. A variety of opinions are aired on a wide range of subjects related to sex discrimination and women's rights. (BP)

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OPTIONS IN EDUCATION

PROGRAM TRANSCRIPTS OF
A WEEKLY SERIES BROADCAST BY
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Program #87

SEX AND SEXISM IN EDUCATION
Part I

August 15, 1977

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WOMEN IN EDUCATION

PART I

RAMEY: Why do we educate women? We have no idea. We don't want to use them. We don't want those educated brains. We trivialize them. And we tell them, "Don't take it seriously. Don't take it seriously. Don't take it seriously!"

BERRY: People can freely go about discriminating without worrying about whether the Federal government will do anything about it. And the only places where you see movement and progress is in the areas and places where there happen to be men who are willing, and who are understanding enough, to make some changes on their own.

ALLEN: I would feel intimidated, too, if I were a man at this point in time in society because you get all these crazy women running around, and everybody's yellin' or rappin' about something else. Do I open the door? Do I light a cigarette? Should I call her a "lady?"

BLAIR: I'm Wendy Blair. Those are some of the women you'll be meeting in a few minutes because this week OPTIONS IN EDUCATION examines "Women's Rights." David Ensor is filling in for John Merrow who's on leave. David, it's nice to have you here.

ENSOR: Thank you, Wendy. You know, education is a field in which women should fare well for several reasons. First, like nursing, education is considered a woman's field. Secondly, it's a field which promises equal treatment for all. And, finally, and probably most importantly, Title IX of the 1972 Federal Education Amendments makes sex discrimination illegal in education -- that is, all education institutions which receive Federal funds from the Department of Health, Education and Welfare are prohibited from discrimination on the basis of sex.

BLAIR: And HEW funds flow to just about every school, college and university in the country. But despite the reasons for supposing that women would be treated well in education, the picture is not too good. In fact, the National Organization for Women's Legal Defense Fund recently announced they will file sex discrimination charges against forty states for violating Title IX. Those states stand to lose $3.4 billion in Federal education funding.

ENSOR: Perhaps the problems in education mirror the status of women generally in America.

BLAIR: Exactly. News headlines tell us that the Women's Movement has stopped going forward and may even be slipping backward. Charges of reverse discrimination by men are big news now.

ENSOR: You don't see feminist Gloria Steinem on many TV talk shows anymore either. Phyllis Shafley, the outspoken E.R.A. critic, is the new media star.

BLAIR: The E.R.A. hasn't been ratified yet either. Three more states are still needed. And the median income for women with four years of college is still about $1,600 lower than the salary for men with no college education at all!

ENSOR: In this atmosphere, some people say it still takes a superwoman to make it. But women are making it. And some of them manage to keep a good sense of humor.

ESTELLE RAMEY

RAMEY: I'm part of the fashion show. (Laughter) I've always been known as a snappy dresser. Since I am in that category of women fondly known as "superwomen," not only do I dress well, but I make all my clothes -- even my underwear! (Applause) That's in my spare time - because my great emotional energy and physical energy, of course, go into more important things.I'm a Professor of Physiology and Biophysics. I'm an endocrinologist. I teach medical students, do clinical research. I do a lot of things of that kind. As you've heard, I'm also a feminist. I go around the country cheering women up, putting men down, doing good generally. (Laughter & Applause)

But that doesn't really begin to make a dent in my abilities. It takes a very small amount of my time because, you see, I never sleep. I'm a woman. We don't need much sleep!

BLAIR: That's Estelle Ramey, Professor of Medicine at Georgetown University Medical School. Speaking at Utah State University, Ramey tells about her own career as a teacher, and the problems of educated women.

RAMEY: The topic of this talk, as it's posted around the building, is - "Why Do We Bother To Educate Women?" - and I'm very interested in this question of the education of women. Now, the woman who introduced me just now very nicely mentioned my experience as an educated woman a long time ago in Knoxville, Tennessee - "a blot!" At any rate, when I was told by that prince of a fellow, the Chairman of the Department, that he had never hired a woman, would never hire a woman, and to go home and take care of my husband, I was not in the least offended by it, really. And I was easily consoled because there is always an ambivalence in a woman about jobs outside the home. How could I expect better treatment? Maybe there's something pathological about a woman who's a chemist! (Laughter) Maybe I'm secreting too much testosterone! (Laughter) The "take-charge" hormone. Maybe I'm not feminine enough! And to prove it - well, what's the best way to prove your femininity? Get pregnant! Man can't do that. He can't throw away his education. But I could throw away my education because it really wasn't terribly important. The message that I was getting is the message that women today are getting constantly, and it's a double message.

Why do we educate women? I haven't the vaguest notion. And there is an ad that ran in medical journals, and it shows a woman sitting in the gymnasium of a school, and it's obviously one of those PTA non-events. Now, this woman is sitting there in a corner, and she's obviously depressed. And depression is the earmark of woman in this society. And the ad says, "Diagnosis: M.A., Fine Arts." That's her disease. And it's a terrible disease. It's destroying her. "Restricted to a life" - this is a part of the diagnosis, you see - "limited in terms of her utilization of her skills and below her earlier expectations." That's a fancy name for saying "She's bored out of her mind!" And what do you suppose the treatment is? Librium, a tranquilizer. Keep her tranquilized until she has gotten too old to give a damn about her M.A. in Fine Arts.

At any rate, the suicide rate is climbing in educated women, and we keep sending more women to college every single year. Every single year we send our daughters to college, and we keep sending them and we don't know why. We don't know why! We love them dearly. Fathers love their daughters in many instances more than their sons. These fathers are not vicious, evil men. They're working themselves to death to educate those daughters. They just don't know why they're doing it. They want to give them things just like they give them the ten-speed English bicycle. They want to give them things.

And they give them education because education is a dream of all human beings; to develop that great brain that God gave us. Why do we educate women? We have no idea! We don't want to use them. We don't want those educated brains. We trivialize them. And we tell them, "Don't take it seriously. Don't take it seriously. Don't take it seriously!"

BLAIR: Dr. Estelle Ramey speaking to educators at Utah State University. That material from Janet Bond at KUSU in Logan, Utah.

* * *

ENSOR: Dr. Ramey wonders out loud why in the world we bother to educate women. As a matter of fact, that question wouldn't have been viewed as satirical or funny at the turn of the century. Then, most people didn't think you should educate women. And, if you did, you should only teach them the genteel arts. And, of course, keep them separate from the men.

BLAIR: Of course. Gretchen Kreuter is an Historian at St. Olaf's College in St. Paul, Minnesota. She reviews some of the history of women in education. Debby Gage reports.

HISTORIAN GRETCHEN KREUTER ON THE HISTORY OF WOMEN IN EDUCATION

GAGE: In all of the old manuals of regulations for teachers, the pronoun "he" is used until the book begins to describe things that can go wrong. Then it's "she." "She," for example, "shall not allow herself to become morose and distracted in the face of hardships." Kreuter says the question of women's mental capacity was a very live one in the 19th and early 20th centuries. Many distinguished physicians believed that women who had too much education were likely to go insane. So, colleges had to devise ways of educating women to avoid brain fever.

KREUTER: It was thought that women responded very well to, for example, walks along quiet, tree-lined paths where their nerves would not be over-stimulated by the trials of too much book learning. And a number of Eastern women's colleges, particularly, laid out miles of tree-lined paths on their campuses so that students could have this opportunity to rest and recreate themselves.

GAGE: How was education structured for women?

KREUTER: Well, that, of course, constituted a long debate in higher education of whether there should be a special kind of education for women, or whether women should receive the same education, take the same courses, as men were taught. G. Stanley Hall, who was a psychologist at Clark University,

devised a program, a whole curriculum for women, where one-third of the curriculum would be devoted to things like dance in order to keep women in touch with their "primitive rhythms," as it was said.

Some of the educators of women, mostly women of course, simply believed that women ought to have the same opportunities as men, and the same kind of education as men received. One of the most notable in that regard was Carrie Thomas of Bryn Mawr, who insisted that Bryn Mawr College should maintain the highest intellectual standards and not provide a sort of second-rate education in things like, you know, painting, decorating, china, making hair wreaths, making wax fruit, things of that sort, which were common. Those were called "The Womanly Arts." And those were common in both women's colleges and in the co-educational colleges.

And then late in the 19th Century, you began to get the idea of the need for education for "women's specialty," which was seen as the home and family. And that's when you began to get the introduction of home economics courses.

GAGE: Historian Gretchen Kreuter of St. Olaf College talking with Debby Gage of KSJN in St. Paul, Minnesota.

* * *

A SOUND OFF ON SEXISM IN EDUCATION

SANDLER: A few years ago, institutions would write letters - I have one in my files - that say, "We already have a woman in this department. Thank you for applying, and goodbye."

ASTIN: If there just plain aren't any women, then it becomes difficult for women to identify with that kind of career - no matter how aware they might be, or how liberated they might be.

TEACHER: Even to get into somebody's office and take your shoes off, and say, "I'm tired." And something like that. Which I don't think we can really say in front of our male colleagues because I guess we don't have real blood.

ASTIN: I think there is some very subtle, and sometimes not so subtle, sexism that's rampant among the older faculty, and particularly people who occupy Department chairs in universities. And they go through the motions of interviewing women as a kind of token thing. But my hunch is that they probably implicitly exclude women as serious candidates.

* * *

ENSOR: Those are some of the people you'll hear from a little later; people who don't think women have attained all they could in America because of sexism.

P.AIR: It's been five years since Congress passed Title IX. But how much sex discrimination has been eradicated in education?

SEX DISCRIMINATION IN ADMINISTRATIVE JOBS IN HIGHER EDUCATION

ENSOR: Well, one way to measure it is to look at the people who are at the top of the field - college presidents and deans. In fact, two recent studies did just that. The first study, conducted by the College & University Personnel Association, looked at 18,000 administrators in over 1,000 institutions.

BLAIR: It found that women are paid about four-fifths as much as men with the same job title in the same school.

ENSOR: It also found that 79% of all key administrators are white males. White women hold 14% of the jobs. Minority men hold 5%, and minority women 2%. Even at women's colleges, white men hold more than two-thirds of the chief executive positions.

BLAIR: Another study conducted by Dr. Alexander Astin shows a similar picture. Dr. Astin's study says that sex discrimination is not a thing of the past. In fact, the situation is virtually unchanged from four years ago. Bill Blackton talked with him in Los Angeles.

DR. ALEXANDER ASTIN

BLACKTON: Dr. Astin is a Professor of Higher Education at the University of California at Los Angeles, UCLA. He found that most women administrators are in low level posts.

ASTIN: When you get into, say, some of the very high paying deanships, which are usually very powerful and important posts, such as the Dean of the College of Medicine, or the Dean of the Engineering School, you find virtually no women occupying these posts.

BLACKTON: At the very top level of college administration, the presidency, women have a fair representation - 7%. But Dr. Astin says that when you analize those 132 women college presidents, the figures are less impressive.

ASTIN: Most of these 132 are presiding over institutions that are either for women, or formerly for women. That is, many Catholic colleges, for example, used to be only for women, and then moved to become coeducational in order to attract more students. Another category of institution is the elite, private college - the so-called "Seven Sisters" - being the more prominent colleges (Mount Holyoke, Wellesley, Vassar, and so forth). You tend to find more women presidents of these institutions even though many of them now are coeducational. Not all of them, but most of them. So, when you exclude the women's colleges, and the formerly women's colleges, you find very, very few women presiding over institutions as a chief executive.

BLACKTON: According to Dr. Astin, only one major public university, the University of Texas at Austin, is headed by a woman. He says that search committees are frequently composed of male department heads who have a "macho" image of an administrator: Tough, cool-under-fire, and benevolent.

ASTIN: This is perhaps a biased statement coming out of my personal experience, but I think there is some very subtle, and sometimes not so subtle, sexism that's rampant among the older faculty, and particularly

people who occupy department chairs in universities. It's the assumption that women are somehow less trustworthy, less capable, less capable as leaders, and I think that these sexist views prejudice these search committees against women candidates. They may go through the motions of interviewing women as a kind of token thing, but my hunch is that they probably implicitly exclude women as serious candidates.

BLACKTON: Dr. Alex Astin, President of the Higher Education Research Institute. For National Public Radio, I'm Bill Blackton in Los Angeles.

* * *

ENSOR: Dr. Astin's study indicates that sex discrimination is fairly widespread among the nation's colleges and universities despite the fact that it's outlawed by Title IX.

BLAIR: I asked Dr. Mary Berry, Assistant Secretary for Education, why Title IX doesn't seem to be affecting women's access to good jobs in education.

DR. MARY BERRY

BERRY: How specific is the remedy which is included in Title IX? What do we mean by withholding funding from a program or activity? Is a program or activity engaged in discrimination the department in which a woman sits who's not promoted, for example? Or is it the university itself? And if you ever were to achieve or reach a situation where funds were cut off, would they be cut off to the whole university or just to the department in such a place? Is the infection localized?

Well, the answer to that is in dispute. I had assumed, as a lawyer and a scholar in constitutional history, that Title IX when it refers to program or activity meant the same thing as those words mean in Title VI, and that would be the whole university. For example, if a department had discriminated. There is before the Fourth Circuit, I think, Court of Appeals, a case - the Maryland Case - in which the State of Maryland challenged that interpretation under Title VI, and won in the District Court. It's on appeal to the Fourth Circuit, and the Federal government is taking the position that "program or activity" would mean the whole university, and the State of Maryland is taking the position that it only means the department in which the person sits, or the discrimination is alleged.

Now, that is a matter of fundamental importance - I mean, this distinction - because if the Court should decide ultimately that "program or activity" only means the department, you would have to cut off funds to the department, and in a lot of places it wouldn't make any difference anyway. I mean, the institution's large enough to absorb that kind of cost. And I think it would be unfair because it assumes that the total responsibility for whatever discrimination occurred is the responsibility of that department - when, in fact, we all know how decisions are made in universities and other institutions. So, there's a hierarchy and a chain of authority where reviewing authorities are also involved most times in this process. So, I think it would be unfair to limit the scope. And I hope the Court doesn't decide it that way.

And then you have the very sticky issue of athletics in universities. In particular, men not wanting to use funds from their sports -

revenue-producing sports, as they call them - to support women's programs. So, you still have things going on across the country like women not being permitted to swim in the swimming pool, or not being able to have the same services and facilities that men have.

BLAIR: I've understood that athletics has been something that HEW really has backed down on in the past.

BERRY: Well, I don't think HEW has pushed that aspect of Title IX. But I don't think HEW has enforced Title IX at all, as a matter of fact, to date. What Title IX will do there, as well as everywhere else, will depend on whether people believe that HEW intends to enforce Title IX. Right now, people don't take Title IX seriously. They don't take Federal government civil rights enforcement seriously. They know that the Federal government has reached the point where everyone in positions of authority says, "The sanction of cutting off contracts is too severe. Therefore, we will not use it." It's like having a nuclear bomb, and we have to find some other sanction. And since that's the only one we have we will not use it. And, therefore, people can freely go about discriminating without worrying about whether the Federal government will do anything about it. And the only places where you see movement and progress is in the areas and places where there happen to be men who are willing, and who are understanding enough, to make some changes on their own.

ENSOR: Dr. Mary Berry, Assistant Secretary for Education for the Department of Health, Education and Welfare, here in Washington.

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WOMEN & AFFIRMATIVE ACTION

It's a big joke on campus! We all know that the top positions - the job descriptions have been written to fit the person that they want to hire. I know it. It happened when I got my job. But lower positions, you know . . . the ones that have high turn-over. . . Sure. They're open to anybody.

What it all boils down to is just economics really. I'm not going to do too much at my place of employment because my job is on the line. The government does not want to hurt a large university any more than the large university wants to be hurt. So, the government will just depend on the university to say . . . at least say you're doing right, and do something, a little something. Paint a nice picture for us, and let it go at that.

ENSOR: That Affirmative Action Officer believes the government is not making a good faith effort at enforcing equal employment practices for women and minorities at colleges and universities. She asked that her name not be used because she felt her candor about the lack of enforcement of affirmative action policies would jeopardize her job.

But Mrs. Eleanor Norton, the new head of the Equal Employment Opportunity Commission, disagrees. She believes the slow gains by women and minorities on campus reflect tough, economic straights and cut-backs in hiring.

NORTON: Affirmative Action has sort of come of age at a time when there

are few and fewer jobs in many sectors, and particularly university sectors.

ENSOR: But what I'm talking about is that your agency decides whether someone's in compliance, or an agency does. But they do it on a basis of the way the forms are filled out. Right? And in most cases they don't send somebody on site and check everything. And what these people were saying was, you know, if the government had more people coming around and checking, they'd find a lot of things that, you know, we feel pressures not to tell them.

NORTON: Well, I don't think that's the problem. The forms reflect such low representation of minorities and women in any but the lowest categories. So, I don't think the problem is the government doesn't know what's happening. The universities don't generally lie about . . and claim they have black Ph.D.'s and female Ph.D.'s when they don't. The problem is not in that. The problem is in coming up with a methodology that, in fact, addresses this in any kind of timely fashion. Let us say having the staff and the capability to deal with thousands and thousands of universities all over the country at a time when they're basically not hiring. Very formidable challenge.

ENSOR: Mrs. Eleanor Norton, Chair of the Equal Employment Opportunity Commission.

* * *

ARE WOMEN LOSING GROUND TODAY?

BLAIR: Measuring the gains and losses of women in education is difficult. The clear cut discrimination, the kind that says, "No thanks, dear. We had a man in mind for this job," is pretty much gone. But how much sexism is still around? There's some concrete evidence that women may be losing ground. In fact, salary and equities increased from 1975 to 1976. The average male faculty member's salary was over $3,000 more than the average female faculty member's in 1976. Yet, the year before that, men were paid only about $2800 more than women on the average.

ENSOR: And women's salaries aren't likely to go up,not with the current cutbacks in education. Cathy Lewis reports from New York.

LEWIS: A report published in May of 1977 by the Equal Rights for Women in Education Project concludes that unless policy alternatives to seniority are explored, and affirmative action upheld, minorities and women will be seriously hampered by firing and lay-offs. With retrenchment in education, the outlook for women and minorities is grim, according to Homer Elsroad Director of Elementary and Secondary Education for the Education Commission of the States.

ELSROAD: With the declining enrollment and the inflation and pressure on budgets, there's been a great hue and cry to protect the classroom teacher positions and cut back on administrative and supervisory positions. Okay. So, that has meant fewer job openings for administrative and supervisory positions, and, as a matter of fact, it has meant reduction in those jobs. It's meant that in many school systems people had to be moved out of jobs. Their jobs were terminated.

LEWIS: Women and minorities have been the primary victims of these job reductions. Homer Elsroad attributes this chiefly to the terms of existing seniority agreements.

ELSROAD: We now have this movement, which was getting underway, to get more women into administrative and supervisory jobs being shot down because those are the least senior people, and they are being the first to go in cutbacks.

LEWIS: The language of seniority in most collective bargaining agreements is incompatible with affirmative action. Homer Elsroad feels that modification of traditional seniority positions ought to be a goal of school districts in their professional negotiations. Recent court rulings upholding traditional seniority laws have been seen as a major setback to women and minorities. The Education Commission of the States proposes the drafting of more sensitive seniority plans so that the burden of retrenchment will be equally apportioned. They suggest separate seniority lists for white males, females, and minorities in order to preserve racial and sex ratios as they were before lay-offs occurred. In New York, I'm Cathy Lewis.

BLAIR: Elsroad believes women are losing ground in education because of union seniority lists, declining school enrollments, and an unwillingness of the courts to rule to correct past discrimination.

* * *

DR. MARGARET CUSSLER VS UNIVERSITY OF MARYLAND

ENSOR: Winning a court battle is expensive. Losing a court battle is just as expensive.

BLAIR: A University of Maryland professor just lost her case. She's Dr. Margaret Cussler, Associate Professor of Sociology at College Park, Maryland.

ENSOR: Cussler claims that she was denied promotion to full professor and salary raises because she is a woman. After a five year court fight, Judge Edward S. Northrup of the U. S. District Court in Baltimore ruled that she hadn't proved sex discrimination. He said, "Long years of service are alone insufficient to warrant promotion."

BLAIR: Dr. Cussler was unavailable for an interview, but I talked to Dr. Barbara Bergman, a professor of economics and a colleague of Dr. Cussler. Bergman served on the second of two faculty committees appointed to investigate Cussler before the law suit was filed. The first committee said Cussler had been discriminated against, and deserved both a salary increase and promotion to full professor. However, the University did not act.

BERGMAN: Dr. Cussler complained again. And a second committee was appointed, of which I happened to be a member. Our committee started from ground zero. We didn't accept at the beginning the action of the first committee. We went into a lot of issues they hadn't gone into - such as her teaching and things of that sort. In any case, our committee backed up the first committee 100% in all its details. And, so, that was that! Again, for reasons which were not at all clear to me, the University did nothing, and she subsequently decided on the law suit. I know that at our university, and

at many universities, there's a certain tradition of administration which is not to respond to complaints. And it's a way of keeping the animals under control. If they growl too loudly, you just ignore them. And, after a while, you hope they'll shut up, which many of them do. The moral of the Cussler Case is that individuals shouldn't have to struggle alone. There should be on every campus organizations which take the cases of individuals and use them as exemplars of what is, after all, a very general situation on the campus, and fight the thing through systematically.

ENSOR: Dr. Barbara Bergman of the University of Maryland.

* * *

HOW CAN SALARY INEQUITIES BE DETERMINED?

ENSOR: Court battles, like the one Dr. Cussler fought, are expensive for both winners and losers, institutions as well as individuals. One of the obstacles to clearing up salary discrimination is the cost of doing so. Professor Elizabeth Scott has come up with what she thinks is the answer. Louise Strasbaugh talked with Professor Scott in Madison, Wisconsin at a recent meeting of the American Association of University Professors.

STRASBAUGH: Scott thinks the onus for analyzing salary data ought to be off the individual. She thinks that institutions can avoid costly court battles with her "Higher Education Salary Kit."

SCOTT: If you'd like to have a method which would really identify every single woman and minority that's underpaid, but how are you going to do this, and at the same time you don't want to spend too much time and money collecting information in order to try to estimate what the salary should be. So, there's conflicting purposes there.

STRASBAUGH: One of the biggest problems in correcting salary inequities among college faculty women has been financial. While making up the difference in salary between women and men instructors can be expensive, the research alone can cost an institution money, too. Professor Elizabeth Scott is a statistician from the University of California at Berkeley. She has been tackling the problem of finding the right variables to use when comparing male and female salaries. By experimenting with different criteria, such as age, marital status, or the year a Ph.D. was obtained, Dr. Scott has come up with the "Higher Education Salary Kit." It uses a few proven variables that would already be in an institution's records - thus saving potentially large amounts of time and money in research.

SCOTT: Our method really that we've finally come up with is trying to estimate the salary of what white males should be, and we do this by a so-called "regression method." Just take dicter variables to try to estimate the salary - whether or not they have a Ph.D., how many years ago they got the Ph.D., how many papers they've published in journals, and so forth, as many things as one could suggest as to tell what might effect what the salary should be. After you get a good estimate for white males, then we say, "Oh, suppose I take a woman who has the same attributes and the same experience as this white male - and if she were not a woman, but were paid like a white male, how much money would she get?" This, then, is their estimated salary on a white male scale. And I compare her estimated salary with her actual salary, and see whether she's being underpaid, apparently,

or overpaid apparently. And we've found that quite a few women appear to be underpaid, and quite a few minority persons appear to be underpaid.

What we had in mind when we were doing it was that we would suggest anyway that it should be done for every single person in a department, every single person . . . actually, even better, every single person in an institution. In the first place, this doesn't put an onus on one particular person to show that she is mistreated in some sense of the word. It's very difficult to argue about individuals, but if I see that many, many women appear to be underpaid, and many, many minority persons are underpaid, then it looks as if something's wrong in that institution.

BLAIR: The "Salary Kit" is a new idea. It's not yet been widely used. We asked Louise Strasbaugh to find out how the University of Wisconsin does work out salary inequities between men and women faculty, and whether women faculty there are satisfied with what the University is doing.

STRASBAUGH: In January of 1972, the central administration of the University of Wisconsin directed all departments to begin a program of affirmative action. It supplied the first in-depth analysis of average salaries by sex and rank within the university. The Wisconsin approach was to compare salaries for women academic staff members with their male counterparts holding the same rank. If the salary of the woman fell below the male, and the qualifications were met, a merit raise was suggested. The emphasis as far as decision making in the whole process, has been on a departmental level; relying on chairpersons to flag the underpaid women. Since that first review, however, the salary gap between men and women has been widening. Joan Waterland, Acting Affirmative Action Officer at the Madison Campus of the UW, says that there are reasons for that situation that aren't discriminatory.

WATERLAND: You have to remember that we're hiring more and more women each year, and more and more minorities each year. And, so, they're coming in at lower ranks, where they have not been in that rank. And this, in itself, could be a cause for the inequities. It just appears number-wise. So, you can't take a number and say, "Hah-hah. I've found an inequity," without going into it much more in depth.

STRASBAUGH: Jackie MaCaulay, a former project associate at the university, says there are many cases of discrimination at the university that no one hears about mainly because the women fighting them are paying a great personal and financial price. Who's at fault? Mrs. MaCaulay says it may be the review program itself.

MACAULEY: I also think that since 1973 the University administration has learned that HEW really doesn't have any teeth. They're really not going to do much to move against the university for reasons of affirmative action.

BLAIR: That report by Louise Strasbaugh, WHA, Madison, Wisconsin.

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HOW DO YOU DEFINE SEXISM IN CAMPUS FACULTY LIFE?

COLLEGE TEACHER: There are other things that happen, you become essentially a sop for all of the broken egos of your male colleagues. That's very strong, but it's true. And you know what I'm talking about. When a male colleague has a doubt or a problem, they come and they cry on your shoulder, assuming, of course, out of friendship or whatever, that you are no doubt going to nurture them where a man wouldn't do it. And you get whipsawed between their nutritive needs and the fact that you have a lot of women graduate students . . . there's a dimension of women who have been wounded a great deal by the American educational system and society who are trying to come back, and need a lot of patience. They come to us, to some degree, because we're role models, and that means that they want some strength. And, so, you get those kinds of pressures upon you. And it's very hard to say, "I'm a human being."

You also have difficulty, I think, socially. There's a lack of comfort because this notion . . . I think a lot of "collegialness" is "going out with the boys" and drinking, and a lot of that tends to also be "going out with the boys" and telling sexist jokes while drinking. And it's not fun to have a woman around!

BLAIR: That college teacher is talking about the hard to define types of sexism and where they crop up in the relationship of men and women on the job.

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SEXISM AND "SEX?" AT YALE

BLAIR: Discrimination can be described in salary figures, but sexism is much harder to get at.

ENSOR: Several women at Yale University are charging Yale with a very controversial kind of sexism. They have filed a law suit against the university because they say the school allows sexual harassment of its female students. Cathy Lewis filed this report.

LEWIS: On July 6th of this year, four female undergraduates and one male faculty member filed a class action suit against Yale University for condoning sexual harassment of female students by professors and administrators. The complaint filed states that the university is in violation of Title IX of the Education Amendments of 1972. The suit represents undergraduate women who have been subject to sexual harassment as well as male faculty members whose effectiveness in teaching has been seriously hampered by the distrustful atmosphere. The students involved in the suit, two of whom have graduated, say that sexual pressure and demands made it impossible for them to fully participate in their academic studies. One student said that as a direct result of coerced sex, she had contemplated suicide, and had almost dropped out of Yale in 1974.

Attorney for the plaintiffs, Ann Simon says that specific individuals are not named as defendants in the suit in an effort to stress that the case is about sex discrimination - not sex.

SIMON: It is our feeling that the university is legally responsible for the creation and maintenance of a non-sex discriminatory, educational atmosphere, and it is that that the individual plaintiffs in the law suit are concerned about - not the particulars of revenge, vindictiveness, getting back at, or otherwise seeing that the individual men involved are disciplined in any way other than through the university's responsibility to its women students.

The aspect of juicy gossip that naming names and gory details seems to us to entail is exactly what we think it is not about; that what we think the issue of sexual harassment is about is a syndrome of sexist and sex discriminatory behavior whose individual perpetrators and individual victims are almost irrelevant except that many women are badly damaged.

LEWIS: The male faculty member who asked that I not use his name joined the suit against the university claiming that the actions of his colleagues impaired his ability to communicate with female students.

COLLEGE TEACHER: It is my job to have good social and educational relations with students, to treat them as intellectual equals, and as potential peers. If my colleagues are damaging that relationship, and loading women students with defensive mechanisms so that they can't face a man who is a teacher, and ask honest questions without fear of being "leched," then I can't have a good educational relationship with my students.

LEWIS: The university is vigorously opposing the sexual harassment charge. University lawyers filed a motion on July 29th to dismiss the case. Director of the Yale University News Bureau, Steve Kezerian says that the lawyers oppose the suit as being unfounded and not covered under Title IX.

KEZERIAN: The charges are reckless and scurrilous and Yale University will oppose this suit as being unfounded and not true. The University lawyers will ask the court to dismiss the suit as not presenting sufficient and worthy evidence to come under the jurisdiction of the Federal District Court.

LEWIS: The lone Yale faculty member included in the suit was distressed at the University's response.

COLLEGE TEACHER: Well, it's a typical blind, male attitude to the problems of the hidden half, or slightly more than half of the human race, that women can feel constantly oppressed by sexual attentions surrounding them at all times - in a classroom, on a job, and on the street. And until the University which is in its administration almost all male realizes that this is a valid and real, human problem, they will think it's reckless, but in fact it's half of life.

LEWIS: According to Ann Simon, male-oriented institutions, such as Yale, which went coed in 1969, are not the only ones where sexual harassment occurs. A University of California student survey reported recently that one out of five female graduate students at Berkeley had received some form of unwanted sexual attention from male faculty members. Simon and her clients say that this type of situation hasn't been made public before because women have been made to feel that they in some way provoked the situation.

SIMON: The socialization of women has led women to believe that if men make unwanted sexual advances to them, it must be, at least partly their fault. And I think that the Women's Movement over the past several years has been instrumental in helping men and women to see that that's not true. And that they can begin to talk about and think about this problem without feeling guilt or shame on their own behalf.

LEWIS: Of the 20% who were sexually harassed by professors at Berkeley, none had reported any such incidents to university authorities. According to Ann Simon, the students at Yale had conferred with members of the university administration, but were intimidated by a lack of specific procedures.

The plaintiffs seek no monetary damages, but rather the establishment of a competent, disciplinary body to hear and investigate complaints of sexual harassment. Yale University spokesman, Steve Kezerian said adequate agencies for hearing such complaints already exist within the university, and there is no need for a court ordered disciplinary unit.

KEZERIAN: The University already has a very strong disciplinary action committee and agency.

LEWIS: Do you know if people have gone to this particular agency for this type of complaint?

KEZERIAN: Repeatedly. Particularly in the last five years. I don't know if these five plaintiffs have complained, but others have, and I'm sure there has been action taken pro or con.

LEWIS: The case is expected to be heard in early September by U. S. District Court Judge John Newman of Hartford. A trial, if the issue comes to that, could be years away. The plaintiffs feel that the major hurdle is the recognition by the University and general public of the seriousness of the problem. For National Public Radio, I'm Cathy Lewis.

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YOUNG FEMINISTS SPEAK OUT

STUDENT: In the Political Science courses that I've been in I don't get listened to. I've had male professors, and most of the class has been male.

STUDENT: Most men don't like intelligent women. They're a threat.

STUDENT: When you do say something, it's a little bit of a shock.

STUDENT: I think the difference in the classrooms, you know, just depends on the amount of women in the room. If you're in an all-women's class, or predominately women, it's much more relaxed and not as intimidating. And it's easier for women to speak up. Nobody's going to stop me! That's all I can say. That's one of the things that I've discovered. I'll get there somehow!

WOMEN'S STUDIES PROGRAMS

BLAIR: That young feminist student attends the University of Massachusetts in Amherst. She majors in Women's Studies. Women's Studies Programs cropped up as awareness grew that women had often been completely left out of many academic courses.

ENSOR: Feminists charge that women are left out of history books, women artists are ignored, and growing up female is a sociological condition that isn't covered in textbooks.

BLAIR: In 1969, there were 100 Women's Studies Departments on 48 campuses. But, by 1974, the Feminist Press in Westbury, New York, published a list of Women's Studies Centers that showed a huge increase.

ENSOR: Nearly 4500 Women's Studies Centers on over 995 campuses.

SHEILA TOBIAS ON WOMEN & MATH

TOBIAS: Like so many women, I am a mathematics avoider, not awfully good at simple arithmetic, certainly not at complex mathematical work, but I've become something of an expert in math education because I think there's a major problem out there that feminists and women of all persuasions really need to address. We know that mathematics, science, quantitative areas are designated as masculine in our culture. But why, in the face of all the debate, and the consciousness raising, and the discussion -- why, first of all, had this problem gone unnoticed, and why are women today still avoiding mathematics?

Eventually, we decided that the problem on the emotional level can best be designated as "mathematics anxiety," and that it can best be understood as an emotional response to a series of events in the learning cycle that cause them to believe they have no talent, no aptitude, no interest, and no future in any of the mathematical fields.

ENSOR: Sheila Tobias has set up a special clinic at Wesleyan University in Connecticut where she teaches. To most people, Women's Studies means courses such as "Women in the Law," and "Women in American History," but few consider "Women and the Basics" -- like math.

BLAIR: The special clinic that Tobias and some colleagues set up is there to help students deal with math anxiety.

ENSOR: Tobias asked students who come to the clinic for math counselling to give her a math autobiography, to tell her when they first began feeling like math failures.

BLAIR: Professor Tobias tells students and faculty at the University of Iowa in Ames what she finds out from these math autobiographies.

TOBIAS: It is a review of their lifelong associations with mathematics, how they felt as very young people learning it, what their parents communicated to them about the appropriateness or inappropriateness of their learning it, of the last concept in mathematics that they remembered mastering, how they felt in class, how the fellows treated them, how the other girls treated them, and a whole very personal and very self-revealing, really, story about their associations with mathematics.

It can strike then at any point in the learning cycle, but what's so fascinating is that when it strikes, the manifestations emotionally are the same. The victim believes that, first, she can never learn what she is currently having trouble learning; that it's absolutely beyond her skills; she has reached her nemesis. Second, that she never understood any mathematics until that point; that she was a fraud, a fake, that she memorized, and that she fooled her teachers somehow. And, thirdly, that everybody knows exactly how weak and how imperfect her mathematics knowledge is. Now, these manifestations of certainty that you can't do it, of fear that everybody knows that you can't do it, of a sense that you've faked it all along are nonrational responses to what is really only a cognitive problem. And the question is: Why and where do these come from?

We've decided to treat these nonrational responses as a kind of pocket of mental illness. Not to go back alone and teach division of fractions or word problems or algebra or calculus, but to try to examine the emotional overlay that accompanies this feeling of failure, and to try to understand it. And among the patterns emerging are the following:

Females for reasons of sex role socialization, self-concept, parental pressure or whatever do not wish to be visible or audible in their math classes. And this is, in some cases, true from second grade on, in some cases it only begins later. And when you probe these remembered feelings what you discover is that they were frightened of appearing both too smart, because smart women in mathematics are not feminine, and too dumb.

Thereupon, we give them a diagnosis, so to speak, just as if they came to us with a mental health problem and some recommendations -- one of which might be for continued therapy (to come back and see our math teachers and counsellors one-to-one or in groups for as long as it takes to help them get the courage up to take a course). But whatever the encasement of the solution, everywhere there is an openness for the discussion of feelings. Feelings are the subject of the remediation. Not simply learning in a sterile environment, or learning cognitively, but really learning feelings.

ENSOR: Sheila Tobias of Wesleyan University in Connecticut.

BLAIR: That report from Jake Graves, Station WOI, Ames, Iowa.

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WOMEN ARE MAKING PROGRESS

ENSOR: So, we've talked about retrenchment in salary and hiring, lost court battles, and sexual harassment of women in education. But the fact is that women are making progress. It's just not easy. Especially if you

get married. Even if you get a great job, and you're married to a liberated man, your troubles are far from over. Men and women try this dual-career lifestyle have been dubbed "supercouples." Reporter Karen Sughrue talked with a couple who find themselves in a typical bind for couples who both work.

THE BOHENS: A "SUPERCOUPLE"

SUGHRUE: There was a time when Fred and Halcy Bohen lived together. They shared a home in Princeton, New Jersey with their three daughters. Fred commuted to his job as a TV news director in New York. Halcy served as an Associate Dean of Student Affairs at Princeton University. Her job was to develop campus programs on the non-academic aspects of student life. She directed a series of colloquia on the topic of the personal and career problems of couples who work. Little did they know they'd be facing those same problems themselves. After the Carter election victory last November, Fred was offered a job as right-hand man to Joseph Califano, the Secretary of Health, Education and Welfare. In January, he accepted it, and moved to Washington, leaving undecided whether his wife and children would follow or remain in Princeton. As it turned out, they did neither. Instead, Halcy took the children and moved 2,000 miles from Washington, and while her husband spends up to fifteen hours a day on the job at HEW, she does reading and research in the idyllic atmosphere of Aspen, Colorado's Institute for Humanistic Studies.

Fred Bohen has been living alone in the family's new home in the suburb of Chevy Chase, outside Washington. Halcy plans to leave Aspen in the fall and look elsewhere for a job. I talked with the Bohens, Fred here in our Washington studio, and Halcy over the phone in Aspen, and asked them how they worked out their solution.

FRED BOHEN: I guess one of the things that I felt when I made the decision to take this job was that I assumed that the family would come, and we would be united here, and that that would be the decision. I also felt that if we concluded that they wouldn't come, they would stay in Princeton where they were happy. We could manage that. I'm not sure that, in fact, was realistic. Who knows how you would manage a life over, say, two or three years by just getting home every weekend or every other weekend, whether the family would stay together? It certainly is lonely living alone for as many months without the support and companionship of a family and spouse. But I assumed that that was a possibility, and that we could work it out if we chose to.

HALCY BOHEN: I don't know whether I ever thought it out that far down the line, really contemplated or speculated, or fantasized about what that would be like. I was more preoccupied with making a decision that seemed to make sense, professionally for me.

FRED BOHEN: I think it's interesting that Halcy thinks that basically her first concern was to make a decision that made sense professionally, and then sort of see where the chips fell. I'm not sure I think that that's, in fact, what she did - although that may be what she thinks she did.

HALCY BOHEN: Looking back on it, I think because I was the largest uncertainty, that was the thing that was given more time and attention in terms of trying to see what made sense. In thinking about the children's welfare, it seemed still important to decide what was best, what made most sense for me professionally, and then seeing if the children's lives and marital separation or togetherness fit into the other. I don't know. Does that sound right to you, Fred?

FRED BOHEN: Yeah. I think that's probably the way it felt at the time, but I think, finally, what was left was uncertainties on Halcy's professional situation; how that would be worked out, and the certainty of being able to get the family together and the attractions of that. That is the situation today.

SUGHRUE: It seems to come down to the family, and the decisions are made not on the basis of professional career goals, but as far as what you can stand in terms of separation from the family.

HALCY BOHEN: I was musing about it while Fred was talking. There's a male/female difference that's worth pointing out in our case, and that is that if the situation had been reversed, up to the move in January - namely, if I had been offered the job that Fred had been offered in Washington, or a comparable job, there's no way I would have taken that under any circumstances. Whatsoever! The reason is because of the children. There would have been no satisfactory way for us, as a couple and parents, to rear our children if both of us had work schedules of the sort that he has now. He's in his office from 7:00 AM until 10:00, 11:00 PM five and six nights a week. I don't see any way for two parents to be doing much parenting because of the professional careers they're leading. If he had a schedule as flexible as the one I've maintained over the years, and I'm working that schedule which kept me in the office that many hours, then it might be workable.

SUGHRUE: Do you think that you have successfully worked out the incompatibility or whatever you want to call it of your careers, of the two careers?

HALCY BOHEN: Well, I don't think I would like to talk of any of this in terms of success or non-success. I think it's inevitably and forever a matter of trade-offs and priorities, and what you give up, and what you gain, and there are many ups and downs associated with it.

SUGHRUE: The Bohen family keeps in touch by calling on the phone everyday. Fred has only made it out to Aspen for one four-day weekend so far. The experiment will probably end this fall when the family expects to be reunited.

ENSOR: Karen Sughrue of WAMU in Washington, D. C.

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BLAIR: And that's it for this week's program.

ENSOR: This week we focused on women in higher education. Next week we'll take a look at elementary and secondary schools, at employment patterns, and at the textbooks they use. Hope you'll join us.

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RAMEY: Why do we educate women? We have no idea! We don't want to use them. We don't want those educated brains. We trivialize them. And we tell them, "Don't take it seriously. Don't take it seriously. Don't take it seriously."

BERRY: People can freely go about discriminating without worrying about whether the Federal government will do anything about it. And the only places where you see movement and progress is in the areas and places where there happen to be men who are willing and who are understanding enough to make some changes on their own.

ALLEN: I would feel intimidated, too, if I was a man at this point in time in society because you've got all these crazy women running around, and everybody's, you know, yellin' or rappin' about something else. Do I open the door? Do I light a cigarette? Should I call her a "lady?"

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ENSOR: Reports for this program came from Janet Bond, Member Station KUSU, in Logan, Utah; Debbie Gage, KSJN in St. Paul, Minnesota; Louise Strasbaugh, WHA, Madison, Wisconsin; Jake Graves, WOI, Ames, Iowa; Karen Sughrue of WAMU in Washington, D.C.; and Bill Blackton in Los Angeles; Cathy Lewis in New York; and Tom Looker in Amherst, Massachusetts.

BLAIR: And special thanks to NPR's David Ensor for sitting in while John Merrow is on leave.

ENSOR: If you'd like transcripts of our series - "Women in Education" - write National Public Radio - Education, Washington, D. C. 20036. Ask for Programs #87 and #88. Transcripts are $1.00. A cassette is $10.00. And please tell us the call letters of your NPR station.

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BLAIR: OPTIONS IN EDUCATION is written and produced by John Merrow and Jo Ellyn Rackleff. The Assistant Producer is Katharine Ferguson. Technical Assistance by Al Freedman.

ENSOR: I'm David Ensor.

BLAIR: I'm Wendy Blair. And this is NPR - National Public Radio.

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MUSIC CREDITS: Dave Brubeck - "Barefoot Sunday Blues" & "The Train Won't Wait"